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ABSTRACT

Media services at the Des Moines Independent Community School District (Iowa) is a centrally-based department which provides a number of districtwide services in adhering to a philosophy of supporting the curriculum by providing current and sufficient materials, both print and nonprint, access to information for all students, and research skills and library instructions to enable all students to become lifelong learners. This six-part evaluation of the Media Services department includes an examination of the following: (1) "Mission and Responsibility Statement"; (2) "Context Evaluation"; (3) "Input Evaluation"; (4) "Process Evaluation"; (5) "Product Evaluation"; and (6) "Future Planning." Data is illustrated in seven figures and six tables. (MAS)

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Revised

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MEDIA SERVICES

Program Evaluation

Marg Powell
Supervisor, Library Media Services

U.S. DEPARTMENT OF EDUCATION
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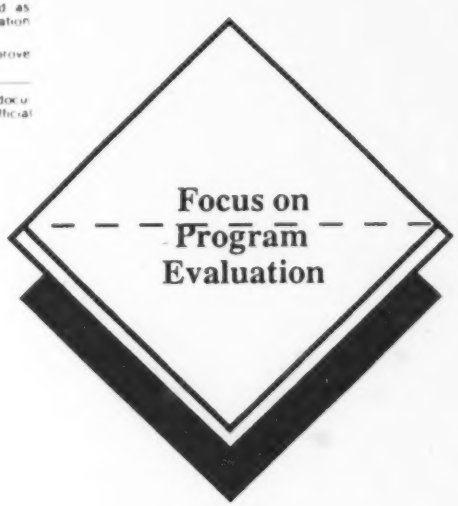

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MEDIA SERVICES

EVALUATION ABSTRACT

Context Evaluation

Media Services is a centrally based department which provides a number of districtwide services in adhering to a philosophy of supporting the curriculum by providing current and sufficient materials, both print and non-print; access to information for all students; research skills and library instructions to enable all students to become life-long learners.

The department functions as a clearinghouse for information resources, both audiovisual and software; provides the necessary support services required for the district libraries to operate, such as acquisitions of books, magazines, equipment, and supplies; catalogues materials for circulation; provides an inter-school mail service; reserves and loans equipment for programs, classes, and conventions; picks up and returns equipment for repair; and collects obsolete equipment from the buildings. The department also performs such tasks as assisting building librarians with re-arranging facilities, weeding collections, book selection, and re-constructing library catalogs. Consultation to principals and technology and building committees on the design of media centers is a major duty of the Supervisor. Guidance is also provided to the librarians on procedures for operating their libraries and interpreting copyright laws.

COLLAGE, a self-service department under Media Services, provides tools, equipment, and assistance to all district employees in constructing instructional materials for student use.

Input Evaluation

The 1994-95 budgets for Media Services were $271,582.54 for salaries and $154,093.00 for materials. A thirty percent increase to base salaries for benefits is included in the figure for salaries. The allotted budgets for the building staffs, which include media specialists, library associates, library clerks, and media associates, were $1,185,276.27 for salaries and $177,101.00 for materials (books, magazines, and AV equipment only).

Process Evaluation

Consultation, advising, and disseminating information play a large part in the role of Media Services. Although numerous services are provided, a considerable amount of time is spent in working with individual buildings, both assisting in manual tasks and in-servicing on duties, software, and equipment. Recently, automating the library has been a major concern in most buildings; therefore, much training on procedure and preparation has been offered.

Product Evaluation

The Media Services Department supports the district's mission by providing services which enable the building personnel to perform their tasks of instructing students without the intrusion of tedious, detailed duties. The building librarians are approaching the budget situation by utilizing long range planning in supplying their students' academic needs.

Many of the libraries are beginning the process for automating the manual card catalog and circulation systems so that retrieval by students is systematic, complete, and quick.

Technology has been greatly employed by the department as a time-saver in most of the tasks performed. The three objectives set by the Supervisor, with the exception of the revision of the Media Handbook, have either been accomplished or are on-going tasks, such as the in-servicing of the librarians. The building librarians are being encouraged, trained, and assisted in preparing for automating the building libraries.

The 1990 CIPP Report needs have been examined and accomplishments have been made in the areas of 1) more visibility for district library programs; 2) a plan set in motion for satisfying the state standard for certified personnel in the elementary libraries; 3) a recommendation for more funding for materials per student; 4) implementation of automation and retrofitting of facilities; 5) a plan for an equipment replacement cycle.

Future Plans

The needs of the district are many, but achievable. They consist of 1) Providing mentoring differentials for four middle and/or high school media specialists. 2) Converting the supervisory 10 and one-half month position to a 12 month director or supervisor position. 3) Developing a library at Casady School. 4) Retaining the duty as Technology Project Manager under the Supervisor of Library/Media Services. 5) Rewriting the Media Handbook. 6) Upon departmental realignment, taking into account that Media Services is based both on instruction and service. 7) Continuing to market the value of the services to the students.

The department's visions are automating and networking all building libraries and networking the buildings with the central office so that acquisitions may be handled on-line.

The completion of these needs and visions will enable our district to meet the standards set forth in its mission statement by providing the necessary services which will allow our students access to the information they need to succeed.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3382. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

TABLE OF CONTENTS

I. Mission and Responsibility Statement 1

II. Context Evaluation 2

History of Media Services 2
Historical Timeline 2
Policies, Standards, and Regulations 3
Current Service Area Description 5
Organizational Tasks 5
Structure 6
Organizational Charts 6
Federal, State, or Municipal Funding 7
Library Committees 7

III. Input Evaluation 9

Budget and Sources of Revenue 9
Media Services Budget 1994-95 - Table 1 9
Media Services Budget and Expenditures 1993-94 -Table 2 10
Building Materials Budgets 1994-95 -Table 3 10
Building Materials Budgets and Expenditures 1993-94 -Table 4 11
Human Resources Assigned 11
Media Services Salaries -Table 5 12
Building Budgets Combined Salaries -Table 6 12
Cost of In-service and Staff Development 12
Materials In Use and Being Examined 13
Community Resources 13

IV. Process Evaluation 15

Work-flow Information 15
Book Acquisition - Figure 1 15
Equipment for Professional Educators Convention - Figure 2 19
Current Year Goals and Objectives 21
Mentoring Project 23
Job Descriptions 23
In-service/Staff Development 23
Influence of Technology 24
Electronic References Chart 25
AV Equipment Management Flow Chart - Figure 3 26
Other Process Information 26

V. Product Evaluation 27

Contribution to the District Mission 27
Strengths of Media Services 27
Deficiencies of Media Services 28
Awards Received 28
Outcomes from Supervisor Objectives 28
Agenda for Training Session for Elementary Librarians 29
Adherence to Standards 30
Customer Satisfaction 31

NCA Standards 31
Technology Teacher Workstations Projects 31
Cost Vs Benefits 32
What Is Being Accomplished? 32
Accomplishments of the 1990 CIPP Needs 32

VI. Future Planning 34
Prioritized Needs 34
Long Range Visions 36
Milestones of Progress 36

MEDIA SERVICES
PRE-SCHOOL THROUGH GRADE 12

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3382

April 5, 1995

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

THE SUPERVISOR OF LIBRARY/MEDIA SERVICES IS RESPONSIBLE FOR THE ADMINISTRATION OF THE EDUCATIONAL MEDIA SERVICES FOR THE STUDENTS, TEACHERS, AND ADMINISTRATORS OF THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT. THESE SERVICES ARE INTEGRAL TO STUDENT DEVELOPMENT AND THE TEACHING AND LEARNING PROCESS AT ALL LEVELS. THE SERVICES ADDITIONALLY EMBRACE AND REINFORCE THE DISTRICT'S MISSION STATEMENT.

CONTEXT EVALUATION

History of Media Services

What is currently known as the Media Services Department had its official inception as a department under the Curriculum Department and Audio Visual Education Department in 1946. Its duties were to evaluate, select, and purchase materials. The department also assumed the responsibility of in-servicing teachers in the use of the various types of equipment and application of visual aids in teaching. At this time, daily deliveries of films, mail, and equipment to the schools were instituted.

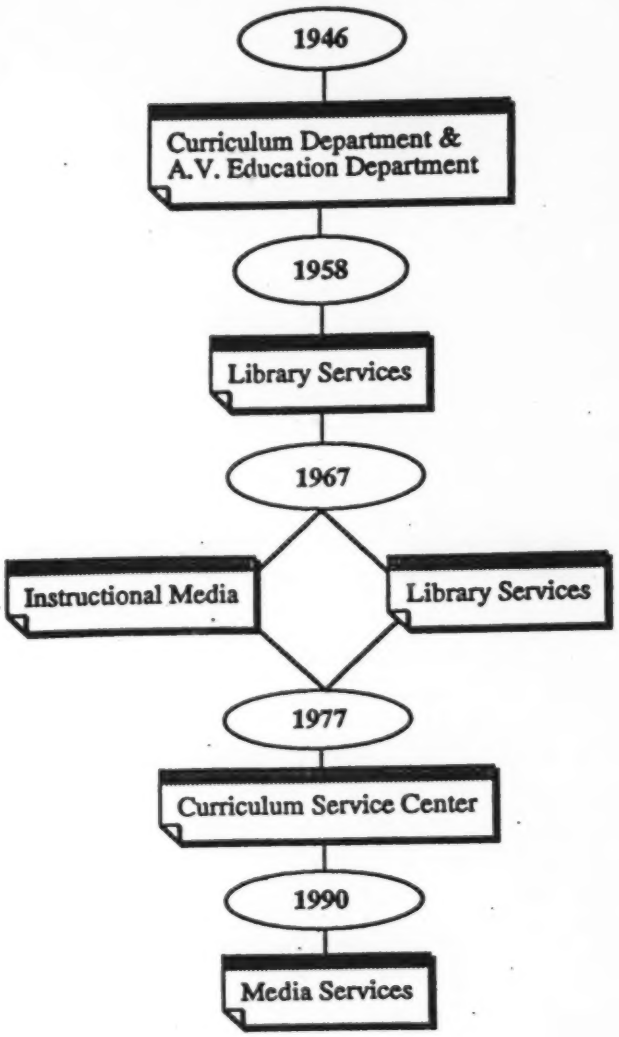
Library Services officially began as a department in 1958 with the hiring of the first director, whose responsibility was to coordinate and develop formalized library services. High school libraries had been in existence since the 1920s and worked autonomously since they were staffed by certified librarians. However, in 1958 and 1959, with the establishment of elementary and junior high school libraries, a need was created for centralized ordering and processing services and a centralized budget.

January 1967 saw the appointment of a new Supervisor of Instructional Media; January 1968 a new Director of Library Services. In the former year, the repair division for audio visual equipment was added to the department and teacher-librarians were hired in elementary libraries, a practice that was discontinued shortly afterwards due to low funding.

Elementary schools thereafter hired associates to manage the libraries. Today, in 1995, non-certified librarians still manage most of the elementary school libraries.

In 1970, centralized budgets were distributed to the schools. With this occurrence, the film library was impossible to maintain and was sold to the newly established Area Education Agency. The "media" department later expanded its services by providing a non-funded program called Strings and Things, which provided donated materials to district teachers for creating enhancements to curricula.

Historical Timeline



During 1976, Harding Middle School became the home of the newly merged Instructional Media and Library Services, which by then had added a graphic arts section.

During 1983, the department was given the responsibility of distribution and maintenance of microcomputers. This service continued until the fall of 1989, at which time the task was assigned to the Supervisor of Business Education.

In 1985, upon moving to Central Campus, the director's title was changed to Director of Media Services and the department known as Curriculum Service Center was placed under the Division of Teaching and Learning.

In 1991, with the retirement of the director, the department underwent several changes: two media specialist positions were merged; the AV repair section became part of the Information Management Department; Graphics and Production became part of Board and Community Relations.

Policies, Standards, and Regulations

Listed below are the policies and standards regulating the Media Services program:

• Des Moines Public Schools Administrative Procedures for Board Policy Manual Series 600 Code 610
Title: SELECTION OF INSTRUCTIONAL MATERIALS

This board policy establishes guidelines to be followed in the selection of all instructional materials. The responsible persons, criteria for selection, and procedure for selecting materials are spelled out. (See the 1990 Media Services CIPP Report.)

• Des Moines Public Schools Administrative Procedures for Board Policy Manual Series 600 Code 611
Title: PROCESS FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

This policy sets forth the necessary procedures which must be followed in the instance instructional material is challenged. The make-up of the Reconsideration Committee, guidelines, and instructions which must be followed by the committee are discussed. Included is a copy of the actual reconsideration request form. (See 1990 Media Services CIPP Report.)

• LIBRARY MEDIA HANDBOOK
This book is dated now due to the insurgence of technology, and the subject will be addressed in the Future Goals section. Most information in the handbook still remains pertinent to librarians since the majority of school libraries have not been automated. (See 1990 Media Services CIPP Report.)

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• *STATE OF IOWA STANDARDS FOR SCHOOLS*, 12.5 (22) SCHOOL MEDIA CENTER STANDARDS, Pp. 24-25.

Enforceable by law, these standards state:

1. The board shall establish and operate a media services program to support the total curriculum.
2. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center.
3. The board shall adopt a policy for procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials.
4. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests.
5. The budget for each media center shall include funds for replacing and updating materials.
6. Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators.
7. A full range of information sources, associated equipment, and services from the media center shall be available to students and the faculty.
8. Each media center shall be accessible to students throughout the school day.
9. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

• *PLAN FOR PROGRESS IN THE LIBRARY MEDIA CENTER PK-12: A Guide to Planning for School Library Media Programs and for District*, AEAMC, and Other Support of Those Programs, Iowa Department of Education, 1992.

The above named guide is a developed program to assure student outcomes such as (1) developing library skills to become an independent and life-long learner; (2) acquiring the ability to access information from a variety of resources; and (3) fostering the knowledge that numerous types of information are available to the reader for decision making. (See Media Services for a copy.)

• *THE NORTH CENTRAL ASSOCIATION FOR ACCREDITATION FOR HIGH SCHOOLS*, Section 7, Learning Media Services.

An evaluation form used for self-evaluations and by visiting evaluation teams that routinely evaluate a school program. Failure to meet recommended standards could cause a school to lose accreditation. Recently North and Lincoln High Schools have been evaluated. Results will be discussed in the section on Product Evaluation.

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Current Service Area Description

Organizational Tasks.

Media Services is a department which has undergone numerous changes since the 1950s. Somewhat of a misnomer, it has been called a service, yet the functions of the Supervisor of the department are supervision of all district libraries and assurance that library skills and instructions are integrated into the curricula. Ensuring that articulation exists from grade to grade and school to school is another important function. Therefore, the paradoxical question has been under what division to place this many tentacled, far reaching, and powerful thing called "media." The history depicts the confusion placed on the district when attempting to lasso it under one division or even select a proper name.

In 1991, the name adopted was Media Services and the department became a division of Teaching and Learning. Reporting to the Associate Superintendent for Teaching and Learning and working closely with various administrators, principals, and building personnel, the Supervisor of Library/Media Services can only describe the variation of duties for one to realize the conundrum created by the Information Explosion. The proliferation of information, the wealth of technology, the need for providing access and management, and the lack of funding have presented a challenge to all school media specialists. Below are some of the tasks of the Supervisor of Library/Media Services:

1. Plans and supervises the district's library media program and assists the schools in its implementation.

2. Assists the individual schools in formulating and implementing annual and strategic plans relating to their library media center in order to provide access to information.

3. Strives to make the district's library media center collections balanced and current in order to encourage higher level thinking skills and better decision making by students.

4. Promotes teaching of library skills through content area integration.

5. Consults with individual school personnel in enhancing their technological offerings.

6. Oversees the ordering and processing of all new and replacement materials.

7. Evaluates and selects all media equipment that will be purchased by the district.

8. Previews and evaluates all print and non-print materials.

9. Supervises the ordering and processing of all print and non-print materials.

10. Operates a district-wide service center, which offers district personnel the opportunity to produce and/or purchase teaching tools.

11. Provides guidance to the manager of the COLLAGE.

12. Operates a district-wide service center in which district personnel can learn to operate various types of A-V equipment, preview and evaluate various types of software, and have audio and video tapes dubbed and edited.

13. Assists in planning, rearranging, and developing new and remodeled library media centers.

14. Serves as media specialist for Central Campus Library.

Structure

The charts shown below indicate the changes the department has undergone since 1991. Chart 1 shows the original arrangement; Chart 2 shows the current organization.

Organizational Charts

Chart 1 **Pre-1991**

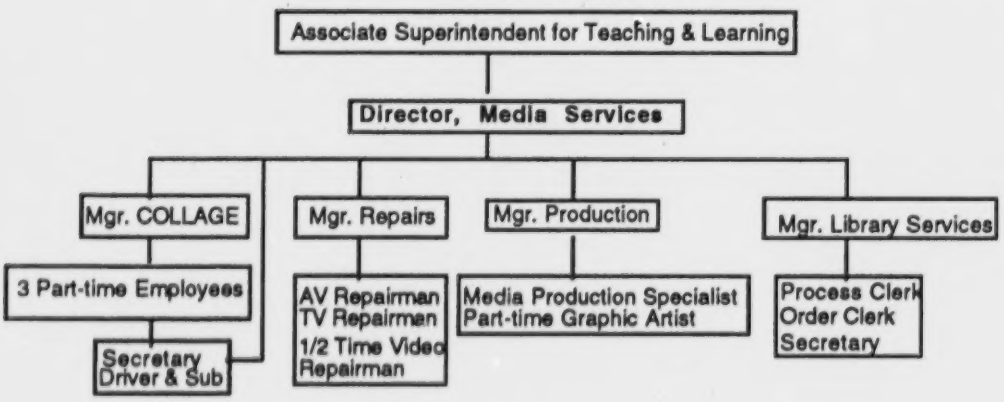
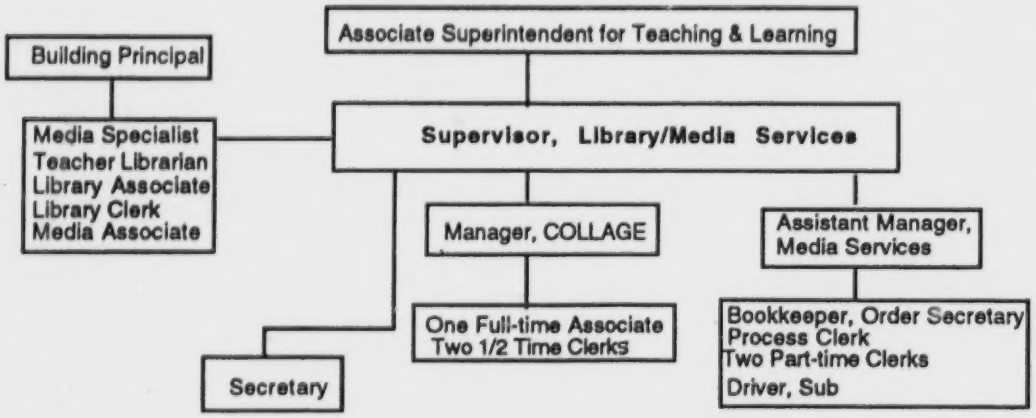


Chart 2 **Current 1995**



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Federal, State, or Municipal Funding

Due to the limited building funds for support of libraries, other sources are often tapped to supply our students with the resources they require. A major part of our system's library support is provided by local PTA and PTO fundraising. This is done on an individual basis from school to school. Money raised is spent for books, new carpeting, furniture, supplemental magazine subscriptions, computer software, and computer hardware.

Other agencies and funding are

A. The state area educational agency, Heartland AEA 11, provides the district with several funding opportunities:

(a) Small media lease program - libraries pay a small annual fee for costly software.
(b) Annual software purchases are made through matching funding.
(c) Numerous in-service opportunities are provided.
(e) Preview print and non-print items are available.

B. Federal Block Grant Funds are available and used as a monetary resource for some libraries. This past year, Stowe Elementary School received a grant to purchase a library automation system.

C. In 1993, through an educational grant, Heritage Cablevision provided the district with three combination television/VCR sets. The only requirement was to fill out an application stating the number of televisions and VCR's in the district.

D. In 1994, TCI of Central Iowa embarked on a campaign in Des Moines by which $5.00 of the charge to every new cable customer was donated to education. From these funds, the Des Moines Public Schools received seven television sets and five VCR's. No restrictions were attached.

E. Iowa First Search Initiative, through Heartland AEA 11, at Harding Middle School provides access to OCLC (an extensive bibliographic database). The advantage to this grant is its use for inter-library loan purposes, constructing subject bibliographies, and providing research for professionals and students.

F. Metro Waste Authority Educational Grant at Harding Middle School, funded by the city of Des Moines, establishes a satellite location for waste reduction educational materials.

Library Committees

All of the elementary schools have library advisory boards to assist the library associate in book selection and collection development. These boards usually consist of the principal, library associate, two or three staff members from different subject areas, and one or more parents. Some of the services performed by the boards are assisting the library associate in putting together book orders, fundraising, and soliciting volunteers for the library. Since the middle and high schools have certified staff, it is felt that they do not have a need for an advisory committee. However, they may form one if they choose to do so.

The major committee that is organized to assist Media Services is the Reconsideration Committee. This committee consists of twelve members selected from the community, staff, and students. The responsibility of the committee is that of accepting and evaluating challenges on print and non-print materials. The committee has precise written directions which are set forth by the Board. This committee is of the utmost importance and must function as objectively as possible realizing the extreme seriousness of its duties. For further information, see the 1990 Media Services CIPP Report.

INPUT EVALUATION

Budget and Sources of Revenue

Media Services is a unique department in that it adheres not only to a centralized budget, but also to a decentralized or building budget that is provided to the individual libraries. The centralized budget is one that is allotted to all of the district libraries and is controlled by the Supervisor of Library/Media Services. The decentralized budget is totally dependent upon the discretion of the building principal. Purchases of print and non-print materials, all equipment, furniture, shelving, and many supplies are subject to the allowances of the principal at each building.

Table 1 indicates the Media Services budget for 1994-95 and the various line items to which certain monies are attached. Table 2 shows the budget and expenditures for 1993-94 (see page 10). The two charts designate the percentage of budget allocated and spent on services as well as those used within the department. The decrease indicated in the current year budget is due to the allocation of 3% to the district technology fund.

Budget and Expenditures

Table 1
Media Services Budget 1994-1995

	Destination		
Description	Districtwide %	Department %	Amount
Library Book and Magazine Binding	100%		$15,000.00
Library and Office Supplies	60%	40%	10,000.00
Professional Books and Magazines	70%	30%	9,000.00
In-district Mileage		100%	500.00
Out-of-district Mileage		100%	2,000.00
COLLAGE	100%		50,000.00
Replacement Lamps	100%		20,000.00
Printing Supplies	75%	25%	7,000.00
AV Aids and Computer Updates	50%	50%	8,000.00
New Equipment (Office and AV)	40%	60%	12,593.00
Replacement AV Equipment	100%		20,000.00
Total			**$154,093.00**

Table 2
Media Services Budget and Expenditures 1993-94

Description	Destination: Districtwide %	Department %	Amount
Library Book and Magazine Binding	100%		$14,900.00
Library and Office Supplies	60%	40%	9,500.00
Professional Books and Magazines	70%	30%	8,900.00
In-district Mileage		100%	800.00
Out-of-district Mileage		100%	2,000.00
COLLAGE	100%		55,520.00
Replacement Lamps	100%		17,900.00
Printing Supplies	75%	25%	7,610.00
AV Aids and Computer Updates	50%	50%	7,350.00
New Equipment (Office and AV)	40%	60%	11,213.00
Replacement AV Equipment	100%		20,600.00
			$154,293.00

Table 3 itemizes the money allocated to building materials for 1994-95. Additional money, which often is provided through fundraising by local PTAs, PTOs, PTUs, and other groups, is not listed since the school year is not completed.

Table 3
Building Materials Budgets - 1994-95

Description	
Library Books, Elementary Schools	$ 31,407.00
Magazines, Elementary Schools	12,905.00
AV Materials, Elementary Schools	5,500.00
Total Elementary School Budgets	$ 49,812.00
Library Books, Middle Schools	$ 23,050.00
Magazines, Middle Schools	17,650.00
AV Materials, Middle Schools	7,010.00
Total Middle School Budgets	$ 47,710.00
Library Books, High Schools	$ 42,800.00
Magazines, High Schools	27,642.00
AV Materials, High Schools	9,137.00
Total High School Budgets	$ 79,579.00
Total Materials Budgets, All Levels	**$177,101.00**

Table 4 does list the monies donated from other sources such as PTA, PTO groups, local Kiwanis chapters, business alliances, and individuals The money was used for additional books, computers, software, AV equipment, and magazines.

Table 4
Building Materials Budgets and Expenditures - 1993-94

Description	
Library Books, Elementary Schools	$ 28,819.53
Magazines, Elementary Schools	13,665.00
AV Materials, Elementary Schools	1,397.00
Other Funding	24,068.58
Total Elementary School Budgets	$ 67,950.11
Library Books, Middle Schools	$ 20,950.00
Magazines, Middle Schools	15,650.00
AV Materials, Middle Schools	500.00
Other Funding	2,337.00
Total Middle School Budgets	$ 39,437.00
Library Books, High Schools	$ 44,800.00
Magazines, High Schools	26,342.00
AV Materials, High Schools	1,750.00
Other Funding	7,452.00
Total High School Budgets	$ 80,344.00
Total Materials Budgets, All Levels	**$187,731.11**

Human Resources Assigned

Upon comparing the 1994-95 CIPP report with its preceding report of 1990, extensive changes were made with the personnel and the budget of the Media Services Department. The former Director position was down-sized to Supervisor; the Library Services Manager position was eliminated. The responsibility of the latter was to serve as media specialist for Central Campus Library half-time and assistant Supervisor of Elementary Librarians the remaining time.

The new Supervisor of Library/Media Services became responsible for Media Services and COLLAGE, the media specialist for the Central Campus Library, and supervisor of all building certified and non-certified librarians, media associates, and clerks.

Due to the realignment of the department upon the retirement of the former Director of Library/Media Services, the budget was redistributed to the three departments which were involved in the division. The Repair Service became a part of Information Management, and the Productions Department was taken over by Board and Community Relations. Table 5 depicts the personnel budget for Media Services.

Table 5
Media Services Salaries - Benefits Included "30%"
1994-95

Position	FTE		Amount
Supervisor	1.0		$ 69,529.20
COLLAGE Manager	1.0		35,959.30
Secretary	1.0		19,367.40
Media Services Assistant *	1.0		30,176.64
Secretary/Clerk	1.0		22,984.00
Clerical	1.0		24,133.20
Clerical	1.0		18,015.40
Clerical	0.8		9,765.80 †
Driver and Sub	1.0		30,345.64
Part-time			11,305.06
	8.8	Total	$ 271,582.54

* 1/4 time Board and Community Relations
† Benefits = 15%

Due to the adoption of the point system in acquiring personnel in the buildings, the principal and staff determine whether or not they desire a certified media specialist, a teacher-librarian, a full-time library associate, or a part-time library associate. Points are allocated by certification and length of work week. State standards should determine the decisions made locally by each school, but cannot always apply during the decision making process for selection of personnel. The following table depicts the schools' determination of what personnel they desired to manage the building Media Centers:

Table 6
Building Budgets - Combined Salaries 1994-95

19	Building Library/Media Specialists		$ 668,216.10
0.5	Teacher Librarian		13,850.00
6	High School Library Clerks		85,560.00
7	Secondary Media Associates		76,430.25
6	Textbook Help - Temporary		1,264.00
38	Elementary Library Associates		339,955.92
	21	1.0 FTE	
	5	.8	
	1	.6	
	11	.5	
77	Building Personnel	(69.6 FTE)	$1,185,276.27

Cost of In-service and Staff Development

In-service for the groups which are under the direction of the Supervisor of Library/Media Services include the Fall Conference, Professional Educators Convention, monthly staff in-service meetings, special training sessions, attendance at Area 11 courses, Staff Development courses, and workshops sponsored by area colleges and vendors. Personnel are encouraged to participate in professional organizations and attend conferences both locally and out-of-state if funds are available. One standard set by the Supervisor is that all

department employees attend a minimum of one computer course during each school year. This is a standard to which the staff readily complies. During the 1993-94 school year, 175.5 hours were used by the department. This translates to $2,882.24, including Professional Educators Convention and out-of town conferences. For 1994-95, 75 hours, or $887.50 have been used through February 1995.

Materials In Use and Being Examined

A major responsibility of the Media Services Department is to provide specifications for audio visual equipment. This requires piloting, previewing, and evaluating much of the new AV equipment in order to make correct decisions.

The Preview Library is in a centralized area where all employees of the district may browse books, check them out for use in the classroom, and recommend for purchase for their building libraries. This preview library, which is continuously changing due to new additions and weeding of older books, houses a collection of 3,504 volumes. The average check-out annually is 2,200. The books are sent to the district free of charge by publishers so that employees can actually scan or read the materials rather than having to make a selection from written reviews. These books are periodically weeded from the collection and are equally distributed to the building libraries.

An area for previewing software, hardware, and multimedia is available in the Media Services Department. A small area of the department has been devoted to EPPL (Education Preview and Production Laboratory) so that any district employee can preview software from Area 11, demonstration discs from publishers, and new equipment. Training sessions for operating equipment often take place in this area before the equipment is loaned out to the borrower. The area is relatively small and compact and was purposely designed and established with the intent of not duplicating the services of either Staff Development of Heartland AEA 11. It is a provision for employees needing a convenient viewing area and will accommodate no more than four or five persons at one time. Housed in this area are a TV/laser disc player, VCR, Mac computer with CD-ROM drives, and MS-DOS computers with CD-ROM drives. Through Media Services one can access the catalog of the Public Library of Des Moines and The Internet.

COLLAGE (**C**reating **O**ptions for **L**earning, **L**istening, **A**nd **G**rowing **E**ducationally) is oftentimes a demonstration site for experiencing new equipment which teachers can use for producing instructional materials. Recently, a poster machine was loaned to the department for temporary use so that a determination could be made as to its usefulness to the district.

Periodically, demonstration equipment will be offered to the various building libraries to provide the librarian, staff, and students exposure to a new type of electronic reference or information resource. This has been a successful approach since the vendors do not pressure the district to purchase the equipment and they, in turn, receive evaluative information on their equipment or resources.

Community Resources

Because education is information based, the Media Services Department is often asked about services which may not be part of the district's confines. At this time a request for outside help is made. Oftentimes our local AEA 11, the State Library, the Public Library of Des Moines, Drake University, and numerous other institutions help solve our problems.

Many of our libraries and our COLLAGE Department make use of volunteers on a regular basis. Four people volunteered a total of 780 hours in COLLAGE during the last year. Elementary libraries, particularly, solicit volunteer efforts from parents in assisting with shelving books and performing the many tasks of the media center. Retired librarians have volunteered numerous hours in assisting media specialists as the collections were being automated. Eight retired librarians spent one week at Merrill School assisting the Media Specialist during the last year.

PROCESS EVALUATION

Work-flow Information

Work-flow and routine in the department of Media Services can be categorized in the following four ways:

1. Daily Routine Activities - Tasks which must be accomplished each day in order to efficiently operate the department.

2. Routine Tasks - Those activities which must be done on a regular basis throughout the calendar year which are necessary or supportive for attaining the department goals.

3. Emergency Problems - Frequent, unexpected, unplanned issues which must be dealt with immediately.

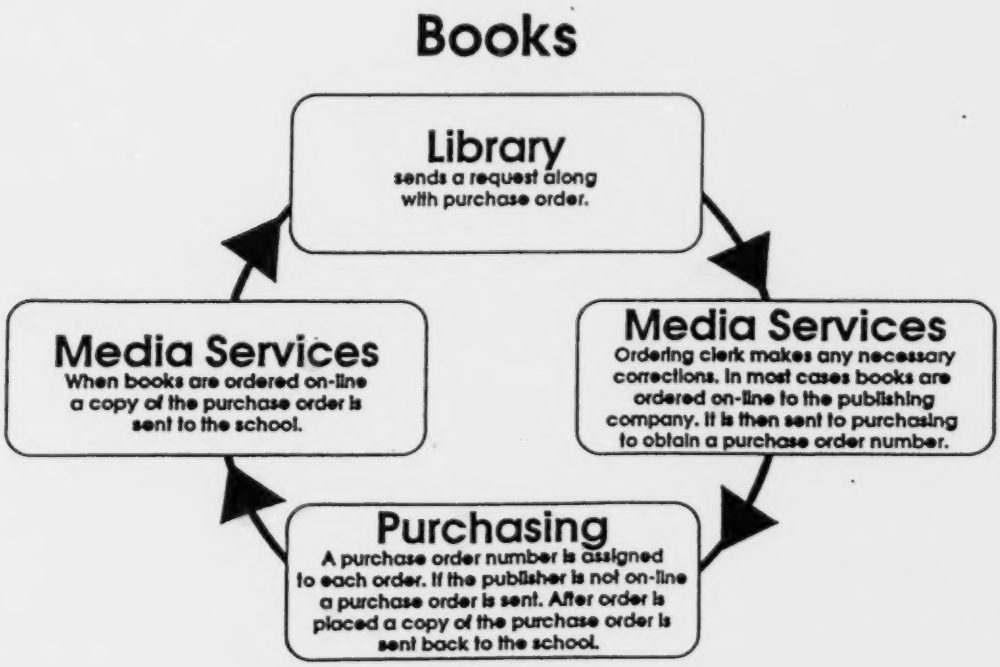
4. Crisis Problems - Often referred to as "putting out fires," these occurrences are frequent.

A typical week begins with a staff meeting in which tasks for the week are planned, prioritized, and strategies laid out for accomplishment. Each staff member reports on achievements and upcoming tasks that fit onto the on-line calendar of operational duties maintained by the department.

Many of the basic, routine functions of the department are described below. Because many of the tasks require numerous steps for completion, the following descriptions will be greatly condensed:

• Acquisition of Materials

Figure 1


Books
Library
sends a request along with purchase order.
Media Services
Ordering clerk makes any necessary corrections. In most cases books are ordered on-line to the publishing company. It is then sent to purchasing to obtain a purchase order number.
Purchasing
A purchase order number is assigned to each order. If the publisher is not on-line a purchase order is sent. After order is placed a copy of the purchase order is sent back to the school.
Media Services
When books are ordered on-line a copy of the purchase order is sent to the school.

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Books- In the near future, this system will be far more efficient and sophisticated. After buildings are networked, ordering can be done on-line from building libraries directly to Media Services. All non-textbook materials are ordered through the Media Services Department. This is a system better handled through a centralized process to guarantee effectiveness, efficiency, with cost and time savings. Handling this detailed procedure on a centralized level rather than decentralized ensures more accuracy. 1) Using a spelled-out procedure, the librarian or staff member requesting materials submits a request along with a purchase order. 2) The ordering clerk makes any necessary corrections on the order and takes it to the Purchasing Department for assignment of a purchase order number. 3) The order is then sent on-line (in most cases) to the publishing company and a receipt of the order is returned within a few days. The order itself is mailed to the building (person) ordering and signed off. If the publisher does not have a computerized ordering system, the ordering clerk must type up the order on the purchase order and submit it by mail to the firm (see Figure 1).

Equipment- This procedure is one in which working closely with the Purchasing Department is essential. An Audio Visual Manual is maintained and updated after each bid. Bids are let at least two times a year on equipment, but an average of three is more realistic. Orders are sent directly to the Purchasing Department, where they are held until a sufficient number of items are requested. 1) The Audio Visual Section of the Order Catalog is reviewed annually and the recommended equipment is evaluated. 2) When needed, new specifications are provided. This is a time-consuming process which requires checking through numerous equipment catalogs, establishing criteria for evaluating, and oftentimes having an on-site demonstration of equipment. 3) Specifications are submitted to the Purchasing Department where they go through the district bidding process. 4) Upon receipt of the bids, the Media Services Department reviews them and selects the leading vendor. 5) A new AV catalog section containing information on ordering and pictures of the items is developed and disseminated throughout the district. The descriptive section of the catalog is prepared by Purchasing, printing paid for by Media Services and pictures provided by Media Services. 6) Requisitions must be submitted on purchase orders, and upon receipt of the equipment, which is always shipped to Central Stores, Media Services is notified so that the equipment can be 7) marked and tagged. 8) Immediately after process #7 the equipment is delivered to the purchaser.

Periodicals - This is another process that runs smoothly and is truly a time and cost saver because orders are channeled to one department. Periodicals are bid every three years, with the stipulation that the bid can be renewed or rejected at the end of any one year or at any time services are not satisfactory. The bid agreement also states that the "let" price remain static for three years. Cox Publishing is the vendor the district now employs. 1) Annually, the libraries send in their magazine orders. (Since subscriptions must be purchased annually, a new list is generated by the schools each year.) 2) The order is forwarded to Cox, where it is processed. 3) CD-ROM discs are mailed to Media Services quarterly so that the magazine orders can be monitored.

Software -The definition for software used here includes computer disc, videodisc, CD-ROM discs, video cassette tapes, filmstrips, and audio cassette tapes. 1) Upon receipt of the purchase order, the order clerk oftentimes must do preliminary work, such as locating a source for the item. 2) A purchase order number is obtained. 3) The order is placed by phone, fax, or mail.

• Bag Mail Delivery - The main responsibility of the Media Services Department in this task is the actual delivery of the mail to the schools. 1) Inter-school mail is delivered to each building twice weekly. 2) The route is reversed annually. 3) Delivery is provided throughout the year with modifications during the summer.

• Cataloguing - During the recent year librarians purchased new books pre-processed by the publisher. This allows them to receive barcoded books with pockets, labels, and cataloguing completed. Upon receipt of the books in their schools, the books may be circulated immediately. However, there is an additional cost for this service which creates a problem for librarians with limited budgets. Therefore, they choose the inexpensive method which, one might add, is not the most efficient manner - this is to order books unprocessed and wait until scheduled at Media Services for processing.

To be fair, the Media Services cataloguer schedules two sessions annually during which each building librarian may send in a list of books for processing. The problem here is that some libraries or students must wait on the new materials until they have been scheduled to be catalogued. This also means there has to be a restriction on the number of books that can be sent in for processing.

Upon receipt of the lists the cataloguer searches for "hits" on the Bibliofile© data base. If the title is not found, a search is made through using the Public Library of Des Moines On-line Catalog and/or CIP, cataloguing in process, information. If all else fails, the cataloguer must use several resource books to do manual cataloguing and have it approved by the Supervisor. Finally, the catalog cards and labels are printed, the book is pocketed, and routed to the correct building.

• COLLAGE Functions - COLLAGE is an area where employees of the district use materials and equipment to construct instructional aids. The department is set up with various types of equipment such as laminators, poster makers, lettering and bookbinding machines, and a variety of materials. At least one staff person is available for assistance in use of equipment, selection of materials, and consultation on developing and designing projects. In offering these services the staff must execute and provide the following: 1) Daily, machines are turned on and prepared for use. Those malfunctioning must be serviced and repaired quickly, due to high usage. 2) Materials, such as poster board, laminating film, markers, and other consumables, are ordered on a monthly or annual basis. 3) Through constant contact with Subject Area Supervisors, teachers, school associates, and volunteers, the staff is apprised of the needs for various teaching materials. These items are designed, constructed in quantity, and made available for COLLAGE patrons. 4) Persons utilizing the department must sign-in so that the department can be accountable for the number of users. 5) A triplicate receipt is made for every purchase - one for accounting department - one for purchaser - one for the department. Materials are sold at or under cost. 6) The charge is rung up on the cash register and receipts are balanced daily. 7) Media Services deposits the money at the business office daily.

Assisting Supervisors with In-Services and Workshops - COLLAGE frequently engages in this activity since supervisors are looking for just the right materials needed to meet a curriculum objective. 1) Supervisors consult with the manager on the project and the feasibility of creating the materials. 2) The manager collaborates with the subject area supervisor in designing the instructional materials. 3) The final product is critiqued by the supervisor, who again consults with the manager about modifications or alterations. 4) The materials for the workshop are constructed and printed, with a supply being retained for district dissemination.

Development of Instructional Aids - 1) Supervisors consult with the manager of COLLAGE in designing appropriate and essential materials. 2) The staff designs a prototype, which is critiqued by the supervisor. 3) The materials are placed on shelves for utilization.

• Collecting Obsolete Equipment -Periodically materials in the buildings become worn, dysfunctional, and unrepairable. Due to the lack of storage space in the buildings, a regular scheduled pick-up is arranged annually in the fall. 1) A schedule is sent to each school. 2) Two weeks prior to the assigned date, the school must send a list of obsolete equipment to Media Services. 3) On the scheduled date, Media Services picks up the equipment and delivers it to the AV Repair Shop where parts can be used to repair other units.

• Dispensing of Projection Lamps - Maintaining a large and varied supply of lamps is necessary to keep the district building equipment operating. Building staff, administrators, and the AV Repair Shop staff must make requisitions to Media Services for new lamps. Because of the high cost of lamps, a centralized budget and centralized control is necessary and has been effective. Most lamps range from five to twelve dollars each and have a fairly short life. An example is the ENX-5 that is used in overheads. Each bulb costs twelve dollars and has a life of approximately thirty to forty hours. All buildings can keep a few extra lamps on hand for emergency use.

1) When a lamp burns out, it is sent to Media Services. 2) A replacement lamp is returned in the next bagmail delivery. 3) An on-line audit is maintained so that the inventory can be restocked as needed and continuous assessments made to spot possible problems with equipment or faulty bulbs because of high usage. 3) New bulbs are ordered at the beginning of each semester.

• Dubbing (Audio and Video) - 1) The copyright information is checked and, if needed, assistance in obtaining permission is provided. 2) All controls (audio distribution amps, video distribution amps, and VCR) are turned on; tape is placed in the source deck and the record speed is set. 3) Intermittently the equipment is checked to make sure it is operating correctly. 4) The tape is labeled. 5) The patron is notified that the tape is completed. 6) A written statement is submitted to the patron with a copy retained in the department file. There is no charge for service; however, there is a charge of 75 cents for audio tapes and $2.50 for video tapes. All are sold at or below cost. 7) Monetary receipts are retained in the department safe and deposited weekly with the district bookkeeper.

• Loaning and Leasing of Equipment - The department is responsible for loaning out and leasing equipment to the district and to other district affiliates who may need equipment for conferences or special workshops. Equipment is loaned or leased out by reservation or walk-in. A nominal fee is charged for those educational organizations who use the equipment for regional, state, and national meetings or conferences. The fees are deposited into the Media Services equipment replacement account for use in replacing damaged, stolen, lost, unrepairable, and obsolete equipment.

The three major uses of equipment are for 1) the Professional Educators Convention, 2) conferences, and 3) individual use by district employees, administrators, and students for classroom use and special meetings. The process is one of 1) booking the equipment, 2) preparing the equipment for delivery or pick-up, 3) providing verbal instructions and demonstration on use of equipment, and 4) recording loaning or leasing information on the computer database.

• Marking and Tagging of Equipment - Upon receipt of the equipment by Central Stores, and before equipment is delivered to the purchaser, the equipment must have district ID

markings, be inventoried, and checked for damages. This is a computerized process which begins with 1) entering the purchase order number onto the database designed for equipment management. This is done by the Purchasing Department. 2) Media Services checks, marks, and tags the equipment and enters the ID and serial numbers onto the database. 3) The equipment is then delivered to the purchaser either by Central Stores or Media Services.

• Preview Library - This is the district's centralized source for access to currently published books and posters. Publishers furnish these to the department with the stipulations that the books are read, reviewed, and made available to the district. 1) The books are processed for checkout, barcoded, and titles input into the computer. 2) The books are checked out by district staff. 3) The collection is comprised mainly of elementary level books, with some middle school and a few high school and professional books. 4) The preview collection contains approximately 3,504 books that are continuously weeded and given to the building libraries. 5) About 2,200 books were added to the collection in 1993-94 and approximately 2,100 weeded from the collection.

• Providing Consultation - This is a major duty of the Supervisor of Media Services. Consultation, advice, and information are provided to building employees and administrators on the following: design and rearrangement of their libraries; collection development; acquisition procedures; automating building libraries; research; information gathering; performance evaluations; training of all library employees; and collecting, educating staff on, and monitoring information on copyright policy. Due to the versatility of the duties and depending on the activity, each could take an indeterminate amount of time, steps, and methodology in achieving.

Figure 2

Professional Educators Convention
MEDIA SERVICES
12. Media Services staff coordinates the return of equipment to it's original site.
1. Media Services staff serves on committees which meets monthly.
2. Equipment forms sent to presenters.
3. Media Services notifies selected schools of equipment that will need to be borrowed.
4. Memo sent to Central Stores of dates involved.
5. Notification sent to persons involved with set-up.
6. Rent equipment not provided by district from local companies.
7. Final contact with presenters to verify needs.
8. Generate room arrangements on computer.
9. Set up and check equipment in rooms.
10. Media Services staff troubleshoots equipment throughout the day.
11. After the sessions, breakdown of equipment.

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• Providing Equipment for Professional Educators Convention- Media Services makes a large contribution to the Professional Educators Convention. The staff serves on the planning committee, which meets monthly. 1) Equipment request forms are sent out to all speakers. 2) Equipment requests are entered onto the in-service data base. 3) Schools from which equipment must be borrowed are notified by mail. 4) Memos are sent to Central Stores arranging transportation for equipment from the schools and Media Services to the site of the meeting. 5) Notification is sent to persons who assist in setting-up the equipment. 6) Contact is made with local companies who are needed to provide additional equipment not owned by the district. 7) Final telephone contact is made with presenters to verify equipment needs. 8) Actual room arrangements are generated from the computer. 9) Media Services staff works with district technicians in setting up the rooms. All equipment is tested on-site to be sure that it is functioning correctly. 10) Throughout the Convention day, part of the staff troubleshoots for problems. 11) After the sessions, some of the staff remains to breakdown the room set-ups. 12) The following day, a staff member, Central Stores employees, and technicians separate the equipment and prepare it for return to its original site. (See Figure 2 on preceding page.)

• Reconstruction of Library Collections - Occasionally, librarians will find that they have a situation or task that is too overwhelming for them to remedy while performing their daily duties. Media Services attempts to assist librarians by providing advice on how the situation can be remedied and assistance in the form of human resources. A crew of part-time employees work on special projects in the buildings during the summer. Throughout the summer of 1994, two employees assisted in rearranging and moving the collection of Howe School; weeded, pulled shelflist cards, and discarded magazines and dated catalogs at Lucas School; weeded and rearranged the library at Findley; inventoried and rebuilt the shelflist at Perkins Elementary; inventoried, pulled books for binding, and rebuilt the shelflist at Moore Elementary; weeded, filed cards, and rearranged the library at King Elementary; weeded, pulled shelflist cards, and deleted records from the computer at Adams Elementary; rearranged and reshelved books at Willard Elementary.

• Routing of Resource Materials -To wisely make use of the budget and yet fulfill our professional obligations of keeping up with the profession, familiarizing oneself with the literature, and reading numerous reviews, Media Services subscribes to multiple copies (approximately six) of several professional magazines which are routed, on a fixed schedule, to all librarians.

Kits - These are provided to the associates to use for colorful, informative library displays. The kits cover a wealth of materials: books, posters, artifacts, memorabilia, stuffed animals, dolls, puzzles, and other items of interest. The subject area scope of the kits is broad. Examples are countries, rain forest, bears, Iowa, endangered animals, Martin Luther King, Jr., hats, and women. Kits are developed from need, popularity of a particular subject area, and suggestions by students, parents, and district employees. 1) Annually a list is circulated to the elementary librarians so that they can select kits for the year. Kits are circulated to each building for one month. They are delivered by the bag mail driver. 2) Kits are prepared for check-out by inventorying the contents and attaching routing slips. 3) Media Services maintains a computerized list of the kits and contents.

Magazines - 1) Each school submits a check-off list designating which magazines they prefer to receive. 2) A purchase order for the magazines is submitted to the order clerk. 3) Upon receipt of the magazines, a routing schedule is established. 4) The magazines are retained by each building for one week and routed to the next building. 5) An inventory of the magazines is maintained on computer so that the routing is simply a matter of printing out three copies of the magazine list, taping one copy onto the envelope

housing the magazine, stapling one copy to the issue, and keeping one copy on file until the magazine is returned.

• Small Media Lease - This is a service offered by our local Area Education Agency, which affords our libraries the opportunity to lease new media software at a low cost. Due to its having a rather complicated formula, Media Services must 1) send out a mailing on how the fee is calculated. 2) AEA 11 sends catalogs to each building, where classroom teachers make their selections. 3) The orders are sent to Area ll. 4) A repository of the receipts is maintained at Media Services.

• Teachers Choice Books - This is a special cooperative project among Media Services, a reading consultant, and the reading supervisor. It is handled as a Staff Development course and has been a very successful program in that it allows numerous teachers to select, evaluate, and use new reading materials with their students. These are selective materials that have been rated as the best reading by teachers across the United States. Students are very fortunate to have the opportunity to be exposed to this literature. Media Services 1) receives the books, places labels on them, and shelves them in a designated place where they are available to the committee. 2) After the committee completes their classes, which consist of reading, reviewing, and using the books with their students, the books are catalogued and distributed to the class participants and to the district Media Centers.

Current Year Goals and Objectives

As one peruses the *District Improvement Plan*, within the eleven goals stated, Media Services was not designated as a specific area for accomplishing particular issues. However, embedded in some of the objectives one finds the knowledge of media center skills necessary to accomplish the objective. An example of this would be objective number 8 (see pages 7-8 *District Improvement Plan*), which states that 80% of the school population will achieve at least 70% mastery academically on district criterion-reference tests. This certainly has strong implications for the Media Centers' support to the curriculum.

Many schools are aware of the importance of their media centers; some are steadily making improvements. Two such examples are Stowe Elementary and Edmunds Academy of Fine Arts, in which staff is working toward a goal of computerizing the media center by June 1995. This is not stated formally, but activities to reach the goal are being carried out and should be completed by June 1995.

Formally stated, in the 1994-*95 Strategic Planning Report for the Des Moines Public Schools*, two middle schools and one elementary school have specifically targeted one of their objectives toward their Media Center.

The 1993-94 School Improvement Plan for Brody Middle School states: "By June 1994, the Brody librarian, with the assistance of PTA volunteers, will complete the book shelf listing and barcoding to allow installation of a computerized check-out system by August 1994." (see page 298) The Brody staff has dedicated its time and much of its fundraising money to purchase $5,000 worth of equipment during the 1993-94 school year and another $5,000 is designated to be spent during 1994-95. This money will all go into modernizing the library.

A 1994-95 objective in the Hiatt School Improvement Plan states: "The Library/ Media Center will serve as a more effective means for encouraging academic achievement." The McKinley Elementary School Plan, on page 460 of the 1994-95 School Improvement Plan

section, specifies creation of a state of the art media center to support math and reading curriculum.

The Media Services Department in its 1994-95 Responsibility Statement proposed the following three objectives:

OBJECTIVE

1. To support the district's mission statement by providing at least eight hours of training to all librarians (elementary and secondary) on weeding, inventory, book selection, budgeting, and full use of the two types of automated circulation/catalog systems we currently have in the district. (This will entail revision of the old Media Handbook)

2. To provide the district's employees with a supervised area in which they can learn to use, preview, and evaluate various types of A-V equipment and software and to provide services such as dubbing of audio and video cassettes in a timely manner, yet not conflict with or duplicate the services of the Heartland Education Agency or the district's Staff Development Department.

3. To continue to assist the principals, administrators, supervisors, consultants, teachers, and library personnel in providing information to their students by assisting in automating the information centers and encouraging utilization to the students' fullest advantage.

Implementation and accomplishment of the objectives will be discussed in the section on "Product Evaluation."

Three projects which received outside funds and are currently being monitored are at Stowe Elementary School and Harding Middle School. The projects (see Context Evaluation, page 7, B, E, and F) are currently being implemented and have the following status:

Stowe Elementary School has received the hardware and software needed to computerize the building library. The shelflist has been sent in for retrospective conversion and should be completed by March 13, 1995. The next step will be to download the data into the program, input the patron records, and barcode all of the books in the collection. The system should be up and running by April 3, 1995.

Harding has embarked upon its Des Moines Metro Solid Waste Project. The hardware and software have been acquired for the automated circulation/catalog system. Eighty percent of the materials that have been ordered, such as print materials and videos, have been delivered. Soon to follow are a printer, software, and more print materials. The plan is to publicize the area and begin circulating the materials by February 20, 1995. The first evaluation will take place April 3, 1995, and future plans are to request a grant for a second phase project which would entail networking within the library. The objective of this project is to reduce landfill by 50% by the year 2000. The main methodology used in reaching this goal is educating students about the problem.

The First Search Initiative Project, sponsored by Heartland AEA 11, has an objective of exposing librarians and staff to unlimited databases for research purposes. At Harding, the software has been loaded onto the hardware and the librarian is awaiting the training date before access to the databases will be available.

Mentoring Project

State Standards require that all libraries be staffed with a certified Media Specialist. This is a standard with which the district has not been able to comply. During the last year, the Supervisor of Media Services developed a "Mentoring Plan," whereby each certified librarian was asked to select two non-certified librarians to mentor. Mentoring is used loosely in this context in that the certified librarians were asked to call or visit the two non-certified employees one time and offer their assistance by phone whenever it was needed.

This was acceptable to the majority of the librarians and those who chose not to participate could notify the supervisor, who would replace that person with another choosing to be involved in the project . This turned out to be an excellent method to provide communication between the schools as the students advanced from one level to the next. Also, it provided the opportunity for the feeder schools to learn what was being done at the higher level and vice versa.

Job Descriptions

The duties of most employees under the direction of the Supervisor of Library/Media Services have not changed and are described in the 1990 CIPP Report for Media Services (pages 11-16). The duties of the Supervisor have been extended to encompass the duties of the Manager of Library Services and Librarian for Central Campus. Refer to the 1990 CIPP Report for Media Services (pages 15 -16) for the additional duties that accompanied the assignment.

In-service/Staff Development

As mentioned before, each staff member of the Media Services Department was strongly encouraged to take at least one computer course annually. By doing this, the staff avidly pursued ways of using the computer to handle jobs that were detailed and required great accuracy. Most of the department's jobs were immediately transformed into computerized labor.

The staff also was encouraged to involve themselves in other in-service offerings which might assist them in improving their organizational skills and increase their productivity. A Franklin Planner course was attended by two of the staff, who utilize it faithfully now. Most of the hours spent on in-service have been for technology training, computer skills using management software such as File Maker Pro, Microsoft Works, Word, Persuasion, Excel, and The Internet. The numerous hours have been well spent and can be justified by the efficient operation of the department. Every member of the staff, with the exception of one, has taken over three classes in the last two school years.

Members of Media Services hold a staffing Monday mornings so that all are apprised of each other's activities. It is a time for problem solving and discussing issues related to the work-flow. Attendance at these meetings encourages open communication within the department.

The Supervisor has attended a National School Board Association Conference at the Infomart in Dallas to become acquainted with the new technology. Another conference attended was a professional conference, NABSE (National Alliance of Black School Educators), which provides one with knowledge and information largely about urban schools and engenders one with substantial information on administrative techniques. As a member of the Planning Committee for the Administrative Commission, the Supervisor was able to encourage the group to meet in Des Moines for its planning meeting in

February 1994. This provided more visibility for the Des Moines School District. The Supervisor is also a nominee for the President-Elect office of the Administrative Commission of NABSE.

As a member of IEMA (Iowa Educational Media Association) and a two-year chairperson of the Pre-Conference for the annual conference held in April, the Supervisor attends many planning meetings to support this effort.

Two groups which have been organized by the Supervisor of Media Services are the Iowa Library Directors and Supervisors, which met in the fall of 1994 and will continue to meet on an annual basis and the Des Moines Metropolitan Librarians Organization, which meets four times a year. The latter group was formed to 1) discuss issues common to all librarians, 2) network, and 3) provide support to one another. The Supervisor of Library/Media Services serves as the president of this group.

UEN (Urban Educational Network) formed a task force (The Technology in Teaching and Learning Study Group) to work on recommendations to the UEN superintendents for using technology in transforming the teaching and learning process from a grass roots level to a state level. Serving as co-chairperson on this committee was an enlightening experience and an opportunity to gain knowledge about technology in other districts.

The district Vision 2005 Project has been one in which the Supervisor has had considerable involvement, both in assisting in the retrofitting of the buildings and as chair of the task force for the new South Side Learning Center, Library Planning Committee. This group was organized to make recommendations on how best to merge a public and school library.

Influence of Technology

Libraries and media centers are among the first users of technology. The onset of technology brought on the Information Age, which generated an explosion of information. This proliferation of information created a necessity to manage it so that it would be accessible to all. The problems that were encountered were twofold: 1) economics and 2) difficulty in using the technology.

The Media Services Department and Libraries in the Des Moines School District serve two masters. The department (the term is used collectively here, including the district libraries) should be a part of the Teaching and Learning Division, but could also be considered a technology service.

The library, media center, information center, (however you wish to name it) is, will be, or should be the "hub of the school." Why, you ask? Let us consider that financially the schools cannot afford to purchase each and every CD-ROM program, computer disc, laser disc, or video tape for the many classrooms. Sharing is not at all practical when a building is restricted to one item, one piece of equipment, or one software program. But if we were to utilize technology by which all classrooms would have access to the information at the same time and without leaving the classroom, would we not be on the cutting edge for providing the information each student needs in exploring both sides of issues and the primary, secondary, and tertiary information required to make the right decisions?

The district's middle school and high school media centers have, through very creative planning and use of PTAs /PTOs and various other sources for fundraising money, been able to provide the students with some of the electronic reference equipment they so desperately need. The following chart indicates some of the electronic references the high schools have available for student references.

HIGH SCHOOL MEDIA CENTERS
ELECTRONIC REFERENCES

Reference	Central Campus	East	Hoover	Lincoln	North	Roosevelt
Encyclopedias						
Grolier	X	X	X	X	X	X
Info Finder	X					
Periodicals						
EBSCO	X		X		X	X
Wilson Disc		X				
News Bank	X		X	X	X	
Catalog Systems						
Com Cat	X	X	X	X	X	X
Follett		X	X		X	
Winnebago	X			X		X
Others						
Job News	X	X	X	X		X
Bookshelf		X	X			
Internet			X	X		X
C-Span	X		X	X		X
Express	X			X		
Sirs	X				X	

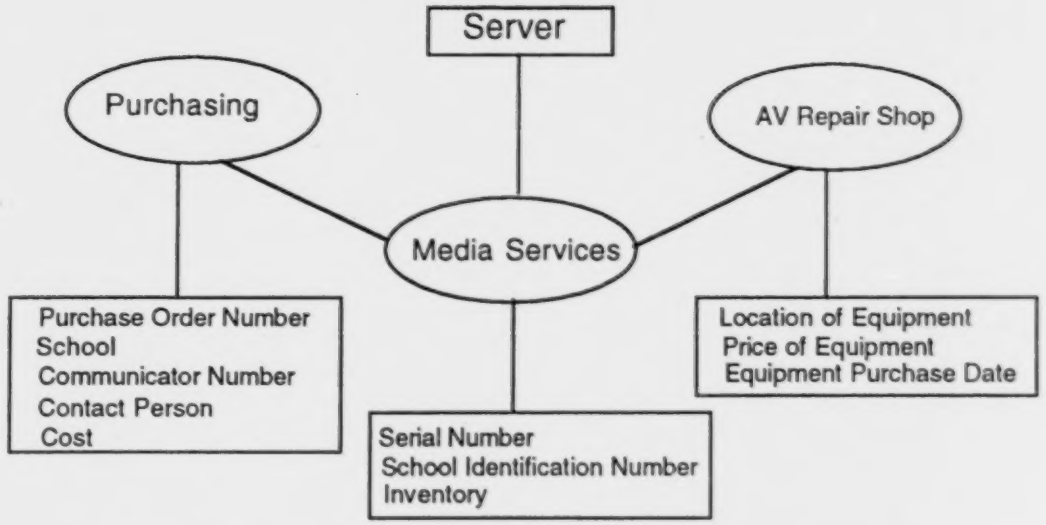
As can be observed from the information preceding this, most tasks in Media Services are implemented through the use of technology. At the first opportunity and with the purchase of the very first computer in this department, strategic planning utilizing technology was put in action because it was obvious that time, cost, efficiency, and accuracy were essential to making the department efficient and expedient in providing services.

One of the visions of the Media Services Department was to completely computerize its accounting and management of AV equipment. The department's goal was to eventually network all departments that dealt with AV equipment so that from the time it was ordered to the time it would be discarded, there would be records.

The project began in summer of 1994 with Media Services being the sole user of the data base for several months. The following has now been accomplished: Five years of inventory, serial numbers, purchase order numbers, and other information were input into a database using FileMaker Pro. The next step was to put the information on the district's server so that the data could be accessible to other departments such as Purchasing and the AV Repair. Media Services staff found the database very beneficial because not only could the equipment be tracked, but an inventory could be maintained and the department could closely observe the amount of repairs for individual units. This would provide the staff with the evidence of need for reassessing the equipment and repeating the bid process in order to obtain a better unit.

Figure 3

AV Equipment Management Flow Chart



Other Process Information

Much time is saved due to the changeover from centralized manual cataloguing to machine cataloguing, or that which utilizes an established electronic standardized bibliographic database. Observation shows that original cataloguing of one book can require as much time as an hour or two to catalog or as little as one-half hour; whereas, an electronic bibliographic database such as, OCLC, Precision One, or Alliance would take only the amount of time required to load the CD-ROM into the disc drive or dial up to an on-line service; type in a title, author, LC number, or required information; pull up the correct record; and check for accuracy. It would take an estimated one-half to two hours as opposed to fifteen minutes before catalog cards and labels would be spewed out of the printer and the book ready to circulate.

Ordering books on-line has been a real time-saver in the department's operations. The savings in paperwork and time more than account for the money spent for the equipment.

Technology has created availability to numerous new services for the COLLAGE user. Enhancements to the services continue to grow and more are imminent as the department is able to budget for more technology. The department now has a poster making machine which can be interfaced with a computer in designing and generating posters. One service, a purchase made because of demand and through a united effort from both elementary and secondary departments and Media Services, is a scanner and color printer. Although some of the buildings have a scanner, many do not. This provides one for districtwide use.

The check-out procedure for AV equipment is in its initial stages in that the department is awaiting the delivery of a computer which will have an automated check-out program loaded onto it. A list of equipment will be input onto the computer, the equipment will be barcoded, and the check-out procedure will begin. This will provide much more accountability for the department in having the ability to reserve equipment, easily locate it for emergency use, and provide information to potential users as to the availability of the equipment.

PRODUCT EVALUATION

Contribution to the District Mission

The building libraries support the district mission of providing a quality education to all students through the provision of information supplemental to the curriculum. It is the responsibility of the library to present as many viewpoints in as many formats as possible. Through an integrated curriculum, the student is taught the skills of library usage, evaluating information for its accuracy, studying both sides of issues, methods of research, and processing information. The student acquires the necessary skills to become a life long learner.

During the first three months of the 1994-95 school year, 7,797 classes visited the elementary libraries. The number of volumes checked out of the elementary libraries in the month of September was 58,647 to a student population of 15,212. This amounts to an average of 3.8 books per student for the month. The October circulation increased to 62,289, bringing the average books checked out per student to 4.09. November showed a steady increase in circulation to 69,482 or an average of 4.56 books per student.

Utilization of the middle and high school libraries remains high, even though students often come to the library on their own and not with a class. In September 1994, there were 24,313 student visits to the libraries; October statistics reflect 27,559 student visits; and in November, 21,970 visits made by students. The district's media associates work hand-in-hand with the classroom teachers in supplying them with the proper equipment set-ups and software with which to instruct their students. This assists the teacher in his or her ability to provide supplemental instruction to the students.

In order for the building librarians to operate efficiently, they must have access to the services provided by the Media Services Department. Support services such as cataloguing, acquisitions, and consultations free up time for the building librarians to perform the necessary reference, research, and instructional tasks with their students. An example of support is shown by the number of books catalogued by Media Services for the building libraries. In 1991-92, 4,555 books were processed, 5,024 in 1992-93, and 4,823 in 1993-94...a time consuming duty from which the building librarians were spared.

Strengths of Media Services

The greatest asset of the Media Services Department is the personnel. The department requires people with great organizational skills, accuracy, ingenuity, and integrity. In recent years, the morale and efficiency of the department have improved. The staff appreciates regular staff meetings and open communication. Being privy to the planning process creates more cohesiveness and a feeling of ownership. The staff enjoys the opportunity for input in decision making concerning the operations of the department.

Encouraging staff development opportunities and the chance to attend conferences benefits the department by furthering the knowledge of these individuals, thereby increasing their proficiency. One member of the department is working on an associate degree with visions of receiving a bachelor's degree within the next four years.

Two members of the buildings staff are currently enrolled in classes at UNI. One of the students is a long time library associate who is now working toward receiving her Media Specialist degree and will acquire it in the spring of 1996. Another of the building media specialists is matriculating at Drake University.

All librarians, clerks, and media associates can be depended upon by their co-workers and students for information. At some point, all students of the buildings interact with the library employees and utilize the library. The student visits the library because it is a fail-safe and secure environment where he or she can find refuge in literature, equipment, and a friendly ear. A secondary job of the librarian is that of being a good listener.

Deficiencies of Media Services

The greatest strength of a librarian is dealing with the greatest deficiency of the media center. Annually, more and more demands are placed on the library budget. A paper shortage in 1995 has begun to impact the price of books; publishers are forewarning vendors that the price will be passed along to the schools. This, along with the yearly inflation in price for print materials, quickly absorbs the 20 to 40 per cent discounts realized from buying in quantity. Another drain on the budget is the wealth of new electronic reference software, which, through new access techniques, provides a wealth of information to the student. The librarian, staff, and administrators feel obligated to provide students with this large bank of information. Circulation/catalog systems also provide a big service, but one must have the start-up and maintenance dollars on which to rely.

The librarians find that they must be creative in budgeting because of the drastic changes brought on by the Information Age. Oftentimes funds are not available for a particular service which is a necessity to student achievement, so the librarian juggles the budget, solicits additional funds from PTAs/PTOs, Advisory Councils, and other groups who do fundraising to assist the schools. Writing grants is another avenue used to provide for student academic needs. The district Technology Plan, which includes networking the libraries, will be a tremendous boon for the district libraries.

Awards Received

The Media Services department is pleased to have on its staff two persons who have been elected to board positions at the county level. Merritta Florence, North High School Media Specialist, and Mary Fuller, bookkeeper, have seats on the Broadlawns Medical Center Board.

Merritta (Margi) Florence (Vice-Chair) is a library media specialist with the D.M. Public Schools. She will finish her first full term in December 1996.

Mary B. Fuller (Secretary) is a secretary with the D.M. Public Schools. She will finish her second term as a Trustee in December 2000.

Outcomes From Supervisor Objectives

Objective 1 (see page 22) is being addressed by providing a training session for eight librarians, including the Supervisor, in March 1995. Media Specialists (Middle and High School librarians) opted to have two half-day special in-service sessions which focus on various library topics that they will select and submit to the Supervisor. The sessions will take place during the month of May. Elementary librarians receive continuous in-servicing either individually on-site or during their monthly staff meetings. However, the group desired an eight-hour training session to become more knowledgeable about topics such as budget preparation and technology. This has been scheduled for one day in early April. The training session agenda is as follows:

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• Training Session for Elementary School Librarians

Objective: At the end of the session, participants will have received training and information on topics listed in the Media Handbook. They will also be given suggestions and handouts (to pass along to their building staff) on how library instructions should be integrated into the curriculum. Library policies, scope and sequence, and automation will be specific topics addressed. The measurement of success of the session will be a building observation of each participant by the Supervisor within the 1994-95, 1995-96 school years.

ELEMENTARY LIBRARIAN'S TRAINING SESSION
Agenda

8:00 am	Overview of the Training Session
8:15 am	Starting the New School Year Library Policies How to Run the Library
9:30 am	Organizing and Working with a Library Committee
10:00 am	Management Duties Budget Preparation
BREAK	
11:00 A.M.	How to Fill Out Reports Preparing Your Calendar Routine Duties (Daily, Monthly, Annually) Special Projects
12 pm LUNCH	
1:00 pm	Resources Media Services AEA ll
1:30 pm	Information Skills Working with the Staff
2:30 pm	Collection Development Selection Weeding Replacement
BREAK	
3:30 pm	Automation Circulation/Catalog Systems Process for Computerization Electronic References, Selection
4:15 pm	How to Get Everything Done

Objective 2 (see page 22) has been implemented. The department has a small area (EPPL) which houses equipment for viewing computer software, CD-ROM, laser, and video discs. This mini-preview area is intended for individual or small group (fewer than five persons) viewing or previewing. Some of the software is loaned to the department for up to ninety days for preview, after which it must be returned or purchased. This is a good area for the supervisors at Central Office to quickly preview a piece of software or demonstration disc. This area by no means takes the place of the labs at Samuelson, nor does the service duplicate that of Area ll.

Audio and video dubbing is a tremendous service offered by the department. The traffic for this service has been non-stop since its inception and has increased steadily. From the date the service began up to February, 695 video tapes have been dubbed and 150 audios. Again, this does not conflict with Area ll because the intent of the project was to dub small quantities in a short turn-around time.

Objective 3 (see page 22) The automating of the district media centers has been an ongoing concern of the Supervisor and will remain a priority until the deed has been accomplished. Up to the current date six schools have automated circulation/catalog systems which are up and running. Six other schools will soon join them (see below). Many other schools have done the initial preparation for computerization and have shown interest in the project and will automate when they are financially able.

Schools with CIRC/CAT Systems

Adams	Winnebago
Brody	Winnebago *
Callanan	Winnebago
Central Campus	Winnebago
East	Follett *
Hoover	Follett *
Hoyt	Follett*
Lincoln	Winnebago
North	Follett *
Roosevelt	Winnebago
Stowe	Follett *
Wright	Winnebago

* In Progress

Adherence to Standards

The State of Iowa mandates that every building should provide a media center, supervised by a certified media specialist. The Des Moines School District has not had the funds to hire the number of required certified media specialists. Therefore, the supervisor's plan of action has been to phase-in certified persons through attrition. Currently, we now have two certified Media Specialists in elementary positions, one teacher/librarian, and one person working toward a media specialist degree. The "mentoring project" (see page 22) describes one method of observing the mandate. This topic will be discussed further under "Future Needs."

Customer Satisfaction

During the first six months of the 1994-95 school year, approximately eight thousand patrons utilized the services of COLLAGE. An average of 1,300 people are served monthly. The majority of users are elementary school volunteers and staff. The COLLAGE staff works closely with subject area supervisors and consultants in order to devise meaningful materials to enhance the teaching and learning process. An effort is made to provide the most current equipment and materials offered by the industry. Since this is a districtwide department, it oftentimes houses the only accessible equipment available to staff. New purchases, such as the poster maker and the scanner with color printer, are major attractions to many patrons. The fact that the department is "self-serve" makes it unique and inexpensive.

NCA Results

In 1991, North High Media Center was evaluated by the North Central Association. The library was considered an important part of the educational process at the high school where the personnel continually work to improve the program. Some of the limitations were that 1) The collection of print materials was in great need of updating. 2) The budget for print material was minimal, equating to approximately $5.00 per student at an average cost of $20.00 per volume. 3) The equipment budget was also extremely inadequate.

The NCA evaluation cited Lincoln High School Media Center's non-print collection as inadequate and underused. It was suggested that the staff earmark a portion of its budget for non-print purchase and actively involve the faculty in a preview/purchase program. It was also stated that some subject areas were inadequate to support the current curriculum. The strengths of the media center were its personnel and their ability to satisfy the needs of the students and market their materials through newsletters and good communication with the staff and students.

In both instances, the schools immediately began working toward making the suggested changes. North High School has since been able to increase its electronic reference resources and will have an automated circulation/catalog system up and running by March 1995.

Lincoln High School has greatly improved the library collection and has, since the report, added an electronic security system, a new automated circulation/catalog system, and other electronic reference sources.

Technology Teacher Workstation Projects

Under the direction of Dr. Wegenke, the responsibility of project manager for the technology teacher workstation schools was accepted by the Supervisor of Library/Media Services. The position began September 6, 1994, with the naming of the first three sites: Hoyt Middle School; Lucas and Wright Elementary Schools. The general requirement of the position was to facilitate the part of the District Technology Project, which called for supplying every teacher in the three buildings with teacher workstations.

Specific duties entailed organizing demonstrations of software, planning out-of-district site visits for staff to research and evaluate software, planning in-services and training sessions, working with subject area supervisors, principals, and staff, and trying to keep deadline commitments.

The project is meeting the established timeline, and the Supervisor of Library/Media Services is now continuing this activity along with the additional chore of facilitating three new phase two schools, which were announced February 2, 1995.

Definitive information on the project will be forthcoming in a separate document.

Costs Vs Benefits

The COLLAGE, a division of Media Services, receives a budget of $50,000 annually to service the entire district. This money is spent for materials and equipment, such as foam board, magnetic sheets, poster paper, lettering machines, laminators, and paper cutters. As stated previously, an average of 1,300 people are served monthly. The need has increased so much that the department must remain open during the winter holidays, spring break, and (for the last three summers) during the month of July. High demand dictates a need for COLLAGE to be open evenings and Saturday mornings.

As technology grows in use in the district, many staff members look to COLLAGE as the area in which one-of-a-kind equipment is available for producing instructional materials. Although a staff person is always available for assistance, the patrons are encouraged to make their own items. Most products are free except for those that are inordinately expensive and require subsidizing. If a charge is required, it is always less than the value of the item. COLLAGE is an area that has managed to increase services to meet demand and changing times with very little increase in budget.

What Is Being Accomplished?

As explained previously, most procedures handled by the Media Services Department have been placed on-line for easy access of information, manipulation of data, and time savings. The objectives set forth in the Process Chapter have been planned, monitored, and successfully accomplished. Even though our collections are dated, students have more opportunity to retrieve information due to the purchasing of electronic references.

The need is great for additional computers to eliminate long lines of students, but many do not mind waiting because the information gathered is more complete and accurate than doing a manual search. Evidence of facilitating the objectives, one of which has to do with automating libraries, can only be measured through observation. Therefore, the great utilization of the technology by the students and staff is the strongest testimony that the objectives are being met.

Accomplishments of the 1990 CIPP Needs

Although the needs stated in the 1990 CIPP were identified by the former director of Library/Media Services, the current Supervisor agrees with them. At the onset of the job, the present Supervisor reviewed the needs, established the validity of them, and formed a plan of action to remedy the problems. Stated below are the needs from the former director and the methods used by the current supervisor in attempting to solve the problems:

1. *Recognition of the importance of the program at all levels.*

Through active participation on numerous committees which involve technology, facilities, and require the expertise of library personnel, the supervisor has gained great visibility for the district's library program. Principals and staff are strategizing to include the automating of libraries into the building budgets.

2. *Certified personnel in elementary libraries.*

The mentoring program has provided a temporary remedy for complying with the Iowa State standards on certified personnel in elementary libraries. Even so, the supervisor works diligently to impress upon the principals the importance of hiring a certified person who can provide the students with the necessary library search strategies and library skills.

3. *More funds per student for materials.*

Revision of the annual report to coincide with the budget hearings and instructions to the librarians on preparing a budget have been the methods of approach to this situation. Principals and School-Based Councils are more cognizant of the needs of the libraries and are utilizing more money from fund-raisers to supplement library budgets.

4. *Expanded, updated facilities (space) and equipment (computers and furniture) for libraries, especially elementary.*

This need has been addressed by the district in that there are now five new library facilities: Cattell and McKinley Elementary Schools and Callanan, Harding, and Hiatt Middle Schools. This is a good accomplishment for a four-year period. Automated circ/cat systems are imminent in eleven building libraries.

5. *An equipment replacement cycle.*

An equipment replacement cycle remains an important issue which must be resolved. Media Services does replace equipment on a regular, but informal basis. However, now that equipment is being monitored on computer, a formal schedule can be instituted.

FUTURE PLANNING

Prioritized Needs

1. **Develop a job classification of media specialist (secondary) at the supplemental pay of $17.81 per hour for a supplemental job assignment at 4% a year.**

Rationale: To comply with the state standard which states: "Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators." (See pg. 4, #6) The plan would be implemented as soon as possible and would be ongoing until such time arrives when all elementary schools are operated by a certified person.

Plan: 1) Establish criteria and explicit job expectations. 2) Accept applications and fill the four positions. 3) Provide orientation for mentors.

Measurement of the results would be through assessment of the students to ensure that they have been provided the library skills required as dictated by the district scope and sequence chart. Written assessments from the principals would be the second method of evaluating the success of the program.

Cost of Program: Each media specialist would receive differential pay of $17.81 per hour or $801.95 per year. The hours required are as follows:

Orientation of mentors by Supervisor	4 hours
In-servicing elementary librarians by mentors	6 hours
In-servicing building teachers	12 hours
Meetings with Supervisor for updating	4 hours
Preparation time	16 hours
Evaluation session	3 hours
Total for four persons, annually	45 hours

TOTAL COST --- $3,237.80 Annually

2. **Converting the 10 and one-half month Supervisor of Library/Media Services position back to a twelve-month director or supervisor position.**

Rationale: The Media Services Department remains open twelve months annually, which means the department staff is normally working throughout the summer. For six weeks of the summer, the department is without supervision; this leaves the Supervisor out of touch unless vacation time is spent monitoring the program. Periodic, shorter vacations spaced throughout the year, when there are slower work periods in the department, would provide the district with better service.

A large amount of the preparatory work that is necessary for operating the building libraries is handled during the summer. With the advent of technology, which greatly affects the libraries, much of the time-consuming, detailed work must be done at a time when the libraries can be closed. State standards require that the libraries be open all school hours. Therefore, the summer is one prime time for accomplishing those tasks, such as rearranging the libraries and preparing for automation, jobs which cannot be accomplished with students in the building.

With more and more schools adopting modified calendars, eventually more and more libraries will have to remain open during the summer. It is imperative that the Supervisor not be absent a full five or six weeks during the summer so that direction can be provided to the staff and important decisions made.

As project manager for the phase one and phase two technology schools, it is even more important that the Supervisor be available to handle problems and complete tasks that could occur during the summer and to spend that time implementing plans for the schools.

TOTAL COST DIFFERENTIAL- $4,796 **(Including 30% benefits) $6,324.80.**

3. **Develop a functional library at Casady School by the end of June 1996.**

Rationale: To ensure that the students attending this building will have access to resource materials which support the curriculum.

Plan: A small area, which contains a limited reference collection, numerous paperbacks, but few non-fiction materials, has been designated for a library at the school. The area needs some re-arranging, furniture, and a purchase of a start-up collection, particularly in the non-fiction area.

TOTAL COST FOR PROJECT: A $5,000 one-time cost.

4. **The duties of Technology Project Manager should continue to be a part of the function of the Supervisor of Library/Media Services.**

Rationale: Since accepting this responsibility, the Supervisor has been able to assimilate the duties of this position into regular daily tasks and has devised a procedure by which the transition for the technology schools seems to be comfortable and manageable. To change project managers in mid-stream would only create confusion and a loss of valuable time. **NO COST**

5. **Rewrite the Media Handbook.**

Plan: The Supervisor has selected a group of librarians to work on this project, which should be completed during the 1995-96 school year. This new handbook will include technology, revision of scope and sequence, and will take into consideration any curriculum changes in various subject area.

COST FACTORED IN DEPARTMENT BUDGET.

6. **In assigning Media Services to a particular division, it should be noted that the duties of the department are both instructional and service based.**

Rationale: Building media specialists are certified teachers and are expected to provide their students with library instructions and research skills through integrating them into the various subject area curricula. Upon realignment of the department, it is recommended that the administration take this into consideration. **NO COST**

7. **Continue to market the importance of media centers to our students and staff.**

Plan: The Supervisor will continue marketing the media centers in a positive manner by serving on committees, working with students, staff, and administrators.
NO COST

Long Range Visions

1. **To automate and network all libraries between buildings in order to have a union catalog.**
A union catalog would provide access, in every building library, to all of the collections in the entire district through computer. This is one of the projects slated to be accomplished through the district technology plan by the 1997-98 school year.

2. **To network with the purchasing department and the buildings so that library acquisitions can be transmitted on-line by 1997-98 school year.**
This goal is included in the district technology plan.

Milestones of Progress

The greatest achievement of the Media Services Department has been that of "Open Communication." Articulation between building librarians, between the Media Services Department and building librarians, and that within the department has been a great accomplishment. Morale is much higher between all involved because of the knowledge that they are being heard and are part of the decision-making process. Participatory management is working in that it is giving ownership to employees.

Materials and information are being shared from building to building. All staff have been motivated to take risks, use creative budgeting, and search for other funding sources in addition to their allotted budgets. This is critical to providing the resources necessary to enhance learning for students.